

Southchurch High School
Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year), funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Following Ofsted recommendations made by Ofsted (The Pupil Premium, 2012), we seek to ensure that should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. We are able to identify clearly how the money is being spent.

School overview

Detail	Data
School name	Southchurch High School
Number of pupils in school	796
Proportion (%) of pupil premium eligible pupils	46.7% (372 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	June 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Tracy Airoll
Pupil premium lead	David O'Leary
Governor / Trustee lead	John Grover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 325,276
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 373675

Part A: Pupil premium strategy plan

Statement of intent

Background of the school

Southchurch High School is located in a catchment area of Southend where there are significant socio-economic inequalities. The catchment area to immediate south of the school is socio-economically privileged, yet most students from this area elect / are selected to attend another local comprehensive or one of the local grammar schools. Most of our students come from the various primary feeder schools to the north and north-west of the school, where there is a higher percentage of local authority housing and private rented accommodation, and a much higher proportion of students who qualify for Pupil Premium funding. Additionally, we have a large number of families who do not quite meet the threshold to qualify for PP funding, or who have been significantly impacted by employment market changes as a result of Covid 19, in the period since 2019.

At Southchurch High School, **46.7% (372 students)** of our students were eligible for PP in this 2022-2023 academic year, and **46.3% (382 students)** for the last academic year 2020-2021. The allocation of funding that we receive during the academic year of 2021-2022 was **£325276**.

All pupils, irrespective of their background or the challenges they face, need to be supported, challenged and encouraged to ensure that they can make good progress (evidenced in P8 scores), and achieve high attainment (evidenced in Att 8 scores), across the curriculum.

We aim to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. We will consider the additional challenges faced by Pupil Premium students who are also vulnerable pupils, such as those who have a social worker or a young / old carer, those who are also SEND or have SEND family members, those who have challenging living arrangements. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The DfE provides Pupil Premium funding for students meeting the following criteria:

Disadvantaged Pupils	Pupils in Year 7-11 who have claimed Free School Meals at any point in the past 6 years	£985
Looked-After Children	Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, child arrangements order or a residence order.	£2,400
Service Children	Pupils in Year 7-11 who are recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£320

We ensure that all students are provided with tailored careers guidance and advice, with individual careers meetings from Year 7- Year 11, which encourage aspiration through either University, further 16-19 study courses or apprenticeship schemes from Year 7. We also offer additional careers guidance for Pupil Premium students; they are scheduled for their meetings first, before other students and are given an additional meeting later on in the school year, to ensure that further support is provided.

Students who join us with lower prior-attainment in attainment in literacy and numeracy, are supported to reach national standards through our summer school programmes, and tailored reading / numeracy programmes, as well as in-class intervention from subject teaching staff.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the for pupils whose education has been worst affected, including SEND and both disadvantaged and non-disadvantaged pupils.

We have reviewed the strategies implemented in previous years, investigated the barriers to learning for disadvantaged students and used the Education Endowment Fund (EEF) Toolkit and evidence from the Ofsted report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement' to research the most effective strategies to overcome these barriers to learning. Our desired outcomes and the strategies to overcome these are listed below.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which **all** staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Whole School Pupil Premium Figures 2022-2023

Number of pupils on roll	796
Number of pupils eligible for PPG	372
Number of pupils eligible for Service Children PPG	3
Amount of PPG received per pupil FSM	£985 (372 x £985 = £366,420)
Amount of PPG received per Service Child	£320 (3x £985 = £2,955)
Amount of PPG received for 6 LAC (to Dec 2020)	£4,300 TBC
Total amount of PPG received	£373,675

Year Group	Number of students	Number of PP	% of PP	Number of LAC students	% of LAC students
Year 7	169	78	46.2%	0	0
Year 8	167	76	45.5%	3	1.8
Year 9	149	76	51%	2	1.3
Year 10	155	74	47.7%	1	0.7
Year 11	156	68	44%	1	0.6
Total	796	372	46.7%	7	0.88

Context

All schools receive a payment known as Pupil Premium (PP), for each child who is either currently registered for free school meals (FSM) or have received FSM in one or more of the previous six years (FSM6). Pupil Premium Plus is received for students who have been in continuous care for six months or more, as well as for the children who are 'Looked After' (LAC). In schools across the country, there has been a growing momentum to overturn generations of stereotyping as research has shown that children who have been on or currently on FSM do not attain as highly as other children in school. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind and that we work to close the gap in both attainment and progress between our disadvantaged and non-disadvantaged students.

The government provide a grant so that we, as a school, can allocate additional support to ensure progress is made by all. The support can be in a short burst or over a longer period such as a term, two terms, a year or more and it may take the form of small group teaching or may be an evidence-based intervention. It can even equate to additional resources, enrichment or access to opportunities that enhance learning and aspiration. The Pupil Premium amount payable to schools is **£985.00** per PP student, **£2,410** per LAC student and **£320** per Service Child, for 2022-2023.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																												
1	Pupils start from below age-related expectations when entering at year 7 which could impact on their long-term achievements.																												
2	Pupils begin with a lack of experience of independent learning, reading ages are generally below expected and low levels of literacy and numeracy are generally apparent.																												
3	Social, emotional welfare needs impact on independence, confidence, resilience and the ability to problem-solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Southchurch. Social and emotional well-being is also of vital importance to ensure safety and engagement; this could be a potential barrier to future attainment if issues are not addressed. Consequently, many of our PP students present with low self-esteem and a lack of confidence, as well as low aspirations which can result in a poor attitude to school																												
5	<p>Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances. Attendance of PP students is below that of non-PP students.</p> <p><u>2021-2022 Attendance figures: PP v Non-PP students (September 2021-July 2022)</u></p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Whole Year group</th> <th>Attendance of PP students</th> <th>Attendance of Non-PP students</th> </tr> </thead> <tbody> <tr> <td>Year 7 (currently Y8)</td> <td>91.6%</td> <td>89.69%</td> <td>93.18%</td> </tr> <tr> <td>Year 8 (currently Y9)</td> <td>88.8%</td> <td>86.06%</td> <td>91.80%</td> </tr> <tr> <td>Year 9 (currently Y10)</td> <td>88.7%</td> <td>85.76%</td> <td>91.51%</td> </tr> <tr> <td>Year 10 (currently Y11)</td> <td>87.9%</td> <td>83.25%</td> <td>91.94%</td> </tr> <tr> <td>Year 11 (currently Y12)</td> <td>85.4%</td> <td>82.65%</td> <td>87.34%</td> </tr> <tr> <td>Whole School</td> <td>88.48%</td> <td>85.48%</td> <td>91.15%</td> </tr> </tbody> </table>	Year group	Whole Year group	Attendance of PP students	Attendance of Non-PP students	Year 7 (currently Y8)	91.6%	89.69%	93.18%	Year 8 (currently Y9)	88.8%	86.06%	91.80%	Year 9 (currently Y10)	88.7%	85.76%	91.51%	Year 10 (currently Y11)	87.9%	83.25%	91.94%	Year 11 (currently Y12)	85.4%	82.65%	87.34%	Whole School	88.48%	85.48%	91.15%
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6.	Financial constraints often mean that students need to be supplied with uniform or equipment to enable them to feel secure in school and fully participate in school life, including extra-curricular activities.																												
7.	Lack of IT/Internet at home reduces opportunities for learning at home and as a result reduced levels of progress in school.																												

8.	<p>Some pupils have:</p> <ul style="list-style-type: none"> • Narrow life experiences • Lack of or limited home support • An unsettled home life • Complex family circumstances / extended or 'blended' families.
9.	<p>A large percentage of our Pupil Premium Students have additional SEN needs and face difficulty accessing the curriculum. The number of students with PP, SEN support and EHCP = 66.</p> <p>Year 7: 27 SEND out of 78 PP students = 34.6%</p> <p>Year 8: 15 SEND out of 77 PP students = 19.5%</p> <p>Year 9: 19 SEND out of 76 PP students = 25%</p> <p>Year 10: 14 SEND out of 74 PP students = 18.9%</p> <p>Year 11: 9 SEND out of 68 PP students = 13.2%</p>
10.	<p>Low levels of literacy and numeracy, limiting our students from making expected progress. Additionally, there are low levels of education amongst many of our PP families.</p>
11.	<p>Low aspirations of parents and students are a challenge. Enrichment activities will be provided to improve cultural capital.</p>
12.	<p>Overall progress and attainment of PP requires constant focus to close the gap with national non-PP figures.</p>

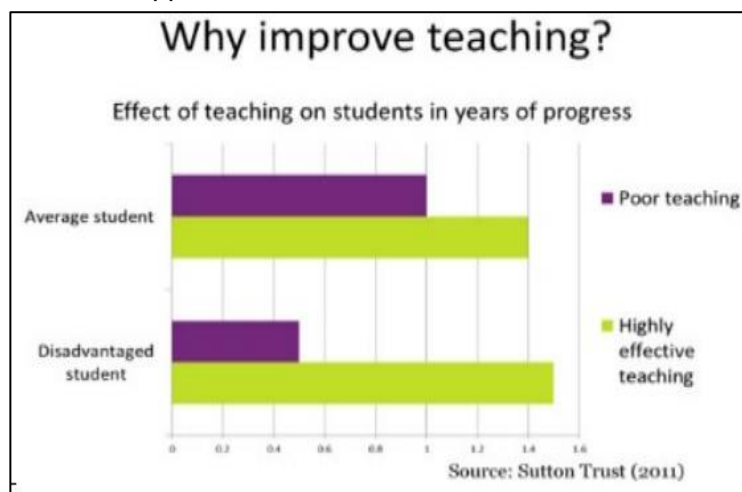
Intended outcomes

This explains the strategies and outcomes that we are aiming for **by the end of our current strategy plan (2025)**, and how we will measure whether they have been achieved.

Schools are held accountable for the spending of this funding: performance tables will capture the achievement of students covered by the PP and money is given to the school to be used in ways that they consider to have the most impact on their students. At Southchurch High School, we regard raising achievement as being important for all students and similar strategies are used for all groups of students. However, it is vital that our disadvantaged students are given support and every opportunity possible to achieve their potential.

PP funding is used to support the learning of disadvantaged students based on the following principles:

- Good or better teaching benefits disadvantaged students - as a result, we invest in experienced and effective classroom teachers and a rich CPDL, including a CPDL Twilight programme, to train and support staff.



- A banding system (Fastrack / Upper / Middle bands) – which allows students to access the teaching, learning and support best suited to their needs.
- Effective tracking enables timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support PP students of all abilities in making accelerated progress.
- Students who are behind need additional learning time to catch up - we invest in raising attendance, extended day provision, supervised study rooms and tutoring, to enable gaps to narrow. We also aim to maximise the effectiveness of home learning through successful cross-curricular homework.
- Early intervention is crucial - we understand the impact of early identification, and invest in work with parents and pupils during years 7 and 8
- Life experiences and cultural literacy raise aspirations - so we invest in visiting experts, residential experiences and cultural activities.
- Students benefit from advice and guidance – as a result we invest in additional staffing, including mentors/counsellors/teaching assistants.

The above strategies will benefit many of our PP students however, a number of our PP students require significant additional support and we ensure that all students have access to what they need to progress.

Intended outcome (Impact)	Success criteria
i.To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students.	Positive Progress 8 and Attainment 8 scores for PP students, that are broadly in line with non-disadvantaged students.
ii.To raise standards of literacy and numeracy across all year group.	Reading ages, literacy and numeracy levels of PP students improve
iii.To extend opportunities and develop skills and personal qualities of all disadvantaged students,	More PP students are attending pre-school, after school and out of hours (weekend / holiday), as well as school trips and enrichment activities.
iv.To improve attendance of our disadvantaged students	Higher % attendance, lower unauthorised absence, fewer periods of persistent or long-term absence for PP students.
v.To ensure that PP students are provided with the tailored support that they need to support them to engage with the curriculum and the extended curriculum more fully, to achieve their Target Grades and improve their levels of progress and attainment.	Review the needs of PP students in the school. Complete review of Barriers to Learning with all HOY, SEND team and the school attendance
vi.PP students are supported and encouraged to participate more fully in a wider range of intervention enrichment activities	Provision Mapping - to be replaced by QR codes, so that more PP students attend and participate in extended curriculum enrichment.
vii.To allow staff and PP students have the opportunity to express their views on access to the main and wider / extended curriculum.	Higher levels of accountability from all staff and middle leaders. All stakeholders' views evidenced effectively on Survey Monkey, allowing for analysis of the impact of each strategy.
viii.To ensure that HODs and HOY fully understand their role and responsibilities in supporting the PP plan for the school.	Improved monitoring and earlier, effective intervention of support for PP students.

Activity in this academic year (2022-2023)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ *[insert amount]*

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Monitoring and intervention from Middle Leaders	<p>Description: Middle Leaders closely monitor and plan effective intervention strategies (in-class and out of lessons), where the progress of disadvantaged learners is below that of non-disadvantaged learners eg progress and attainment data analysis meetings after each termly Assessment Point or Mock Examination e.g. break-out classes in Humanities.</p>	8,10,12
	<p>Research Evidence: “Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils” – Education Endowment Foundation’s guide to the Pupil Premium</p> <p>Evidence in school: Learning walks and formal lesson observations, work scrutiny, progress data, student voice</p>	
Recruitment and Retention of experienced high-quality teaching staff	<p>Description: Investing in recruiting and retaining experienced and effective classroom teachers and a rich CPD programme to train staff.</p>	1,2,3
	<p>Research Evidence: “Good teaching is the most important level schools have to improve outcomes for disadvantaged pupil” – Education Endowment Foundation’s guide to the Pupil Premium.</p> <p>Evidence in school: Reduced staff turnover, closer collegiate working relationships within teams / departments, learning walks and formal lesson observations, work scrutiny, progress data, student voice</p>	
Literacy Lead	<p>Description: The Literacy Lead promotes literacy and monitors and supports literacy interventions across the school. Specific focus on ensuring that Quality First teaching will allow SEND and PP students to engage and participate in learning within lessons.</p>	1,2,10,12
	<p>Research Evidence: Reading is a key factor in determining academic success. Closing the reading gap leads to improved confidence, engagement, and better outcomes.</p> <p>Evidence in school: Improvements in students’ reading ages, whole-school strategies consistently used across the school, learning walks and formal lesson observations, work scrutiny, progress data, student voice.</p>	

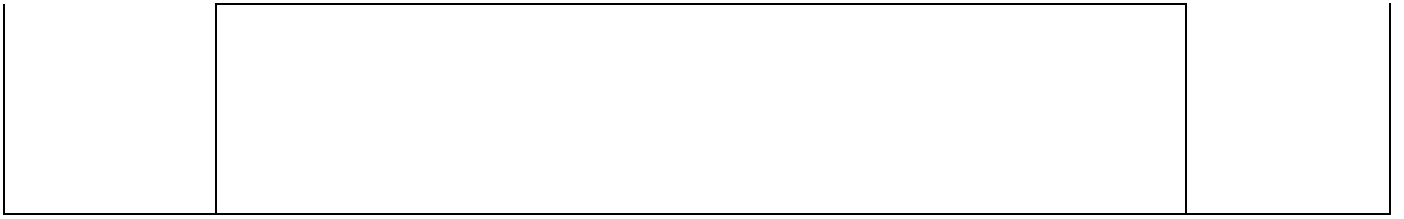
Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Numeracy Lead	<p>Description: The Numeracy Lead promotes literacy and monitors and supports literacy interventions across the school. Specific focus on ensuring that Quality First teaching will allow SEND and PP students to engage and participate in learning within lessons.</p> <p>Research Evidence: Numeracy is a key determiner for academic success and financial competency if adult life. Evidence in school: Improvements in students' numeracy, whole-school strategies consistently used across the school, learning walks and formal lesson observations, work scrutiny, progress data, student voice.</p>	1,2,10,12
Reducing Class Sizes	<p>Description: Reducing the number of students in a class enables the teacher to adopt a range of approaches and the amount of attention each student achieves is greater, in terms of feedback and one- to-one support. This approach has been adopted in English, Maths and Humanities, particularly in Year 7,8 (8M and 8U2 groups), and 11 English, Maths, Science and EBacc option groups.</p> <p>Research Evidence: Evidence from the EEF indicates that a reduction in class size needs to be significant, e.g. below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year. Evidence in school: Improvements in students' behaviour, active engagement in lessons, progress and attainment, learning walks and formal lesson observations, work scrutiny, progress data, student voice.</p>	1,2
Intervention LSAs for in-class support (x 3)	<p>Description: Learning Support Assistants/ Teaching Assistants are deployed to work within subjects and support disadvantaged students who also have SEND. The LSAs also provide 1:1 and targeted support for these students to minimise barriers to learning such as Attendance, mental health and behaviour.</p> <p>Research Evidence: Evidence from the EEF indicates that the use of teaching assistants can have, on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed. Evidence in school: Improvements in students' behaviour, active engagement in lessons, progress and attainment, learning walks and formal lesson observations, work scrutiny, progress data, student voice.</p>	1,2, 10

<p>'20-20' Revision Sessions</p>	<p>Description: 2-week block of revision for Y11 with 20-20 sessions for core subjects, cover costs for departments to run intervention sessions in this 2-week block. Library available to students during holidays to provide a quiet revision space.</p>	<p>7,10,12</p>
	<p>Research Evidence: Evidence from previous revision sessions run at the school shows that these intensive sessions have a positive impact on the GCSE results of students involved. The school provides a working environment that some students may not have access to during the school holidays.</p> <p>Evidence in school: Improvements in students' behaviour, motivation, active engagement in lessons, progress and attainment data.</p>	

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Subject small group tuition	<p>Description: Disadvantaged students are tutored by teaching and support staff. The focus is mainly in English and Maths, but also linked to other subjects. Support staff are trained by subject specialists before delivering one to one sessions. These are one-hour sessions lasting a minimum of 8 weeks.</p>	1,2,10
	<p>Research Evidence: Evidence from the EEF indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.</p> <p>Evidence in school: Improvements in students' behaviour, motivation, active engagement in lessons, progress and attainment data.</p>	
Fortnightly CPD hour and observation sessions	<p>Description: All teachers receive an extra non-contact period for observation and departmental CPDL each fortnight. Departments have an allocated hour added to their timetable as time to develop teaching and discussion of strategies to raise achievement for all students and to plan interventions for targeted PP students.</p>	9,10,12
	<p>Research Evidence: The Sutton Trust recommendations for use of Pupil Premium 2015 (Appendix 6, paragraph 4), also states that improved teacher training / CPD should ensure that all school leaders and classroom teachers understand how to use prior attainment and SEND / PP data and research effectively.</p> <p>Evidence in school: Improvements in the quality of teaching, lesson planning, use of prior data in teaching folders, progress and attainment, learning walks and formal lesson observations, work scrutiny, progress data, student voice.</p>	
Access to the curriculum	<p>Description: Additional form added in each year group to enable low starters to receive 1:6 ratio and a bespoke curricular. Since many of our SEN students are also PP, creating a smaller Middle Band group, supports progress and attainment for disadvantaged pupils.</p>	9,10,12
	<p>Research Evidence: The Sutton Trust recommendations for use of Pupil Premium 2015 (Appendix 6), section a, also states that the effective use of PP should be key lever to raise the attainment of disadvantaged students.</p> <p>Evidence in school: Improved behaviour, active student engagement in lessons, student / staff voice)</p>	

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Allocating a new PP Lead	<p>Description: A new Pupil Premium Lead has been appointed to focus on curriculum mapping and the allocation of additional funds to department and curriculum teams. The PP Lead will also be responsible for the outcomes of PP students; tracking and targeting to improve progress.</p> <p>Research Evidence: “Evidence consistently shows the positive impact that targeted academic support can have” – Education Endowment Foundation’s guide to the Pupil Premium The Sutton Trust recommendations for use of Pupil Premium 2015 (Appendix 6, section 6), states that schools should look to identify new PP students and to extend PP awards or support to additional students. This suggests that school should also look to identify opportunities to offer additional support students who may not qualify under the existing LA evidence criteria, but where there is a known financial need e.g families who are ‘barely getting by’. It also states that there should be a strong commitment to the promotion of vigorous evidence. Therefore, our new plan will focus on wider support offered to PP students, in the form of tracking extended curriculum enrichment activities, trips and clubs e.g. through the use of QR codes to track / monitor / analyse attendance and then measure the impact of each strategy.</p> <p>Evidence in school: PP lead to strategically plan, monitor and assess the range of strategies within the PP Action Plan, to improve school attendance, extra-curricular activities attendance, progress and attainment of PP students. Attendance at Breakfast Club, provision of snacks / refreshment for after-school interventions.</p>	1-13
Morodo programme (Y7 Maths and English), to raise levels of literacy and numeracy	<p>Description: Use of <i>Morodo</i> programme to assess, track and monitor the progress of students to raise levels of literacy and numeracy.</p> <p>Research Evidence: Evidence from the EEF indicates that reading comprehension approaches improve learning by an additional five months’ progress across an academic year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Individualised instruction such as this, can improve learning by 2 months progress across an academic year.</p> <p>Evidence in school: Student progress data.</p>	1,7

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Raise levels of literacy – Accelerated Reading Programme	<p>Description: HLTA for literacy salary contribution – focus on developing literacy at KS3 for PP students. Students have access to Accelerated Reader software where they can track their own progress and understanding of certain texts. Students can choose books from the library based on their reading age. These reading strategies are adopted within lessons and at home. Students have access to Maths Whizz and My Maths, an online Maths tutorial that targets individual weaknesses.</p> <p>Research Evidence: Evidence from the EEF indicates that reading comprehension approaches improve learning by an additional five months’ progress across an academic year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Individualised instruction such as this, improve learning by 2 months progress across an academic year.</p> <p>Evidence in school: Staff Teaching folders (SPOT documents, Excel progress tracker, progress data, student / staff voice)</p>	1,9,10
Breakfast Club	<p>Description: Breakfast Club provides breakfast for vulnerable students as well as preparing them for the day ahead.</p> <p>Research Evidence: Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress.</p> <p>Evidence in school: Staff Teaching folders (SPOT documents, Excel progress tracker, progress data, student / staff voice)</p>	1,2, 7
Study Skills / Homework club	<p>Description: Students are given the opportunity to study in the school library (The Hub), after school, to complete homework tasks and to work on coursework. The clubs are supervised by LSA’s who offer support to students completing their work as well as running subject specific workshops. Sixth form students also support students as subject specialists after school.</p> <p>Research Evidence: Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress.</p> <p>Evidence in school: Staff Teaching folders (SPOT documents, Excel progress tracker, progress data, student / staff voice)</p>	1,2, 7



Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
E-Learning	<p>Description: Students who have difficulties coming into school for a variety of reasons are given access to 'Seneca Learning' and 'My Favourite' Teacher, where they can study from home. A member of staff has been appointed to lead / monitor the use of each of these platforms and liaise with the PP lead about the progress and impact for our PP students.</p> <p>Students stay up to date with their work even though they have missed a large proportion of their school career. This will benefit them when they begin their re-integration back into school.</p> <hr/> <p>Research Evidence: Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)'.</p> <p>Evidence in school: Staff Teaching folders (SPOT documents, Excel progress tracker, progress data, student / staff voice)</p>	1,2,6,7

Targeted academic support

Budgeted cost: £ *[insert amount]*

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Mentoring	<p>Description: A Learning Mentor has been employed to work specifically with disadvantaged students in Y11, to support their individual needs. The Learning Mentor has regular meetings with students to develop a variety of skills, from confidence building, dealing with social and emotional needs to delivering individual academic tutoring.</p>	2,3,8,11,12
	<p>Research Evidence: Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p> <p>Evidence in school:</p>	
Digital Technology / Laptop Library	<p>Description: All disadvantaged students have the opportunity to loan a laptop from the library to use at home to complete homework / coursework. Dongles are also available to provide internet access at home for those students without access.</p>	6,7
	<p>Research Evidence: Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)'. Evidence in school:</p>	
Learning Performance workshops	<p>Description: Students in Y9, Y10 and Y11 work with an external learning performance coach who delivers live sessions in school to help develop their metacognitive skills and develop a growth mind-set to raise achievement</p>	3,8,11
	<p>Research Evidence: Evidence from the Sutton Trust EEF Teaching & Learning Toolkit shows that by equipping students with these skills, pupils made an average of 8 months progress. Evidence in school:</p>	

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support	<p>Description: A full-time school counsellor is employed to provide specialist support for students with behavioural difficulties.</p>	3,8
	<p>Research Evidence: Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact. Evidence in school:</p>	
Specialist external behaviour support	<p>Description: Allocation to support Educational and Clinical Psychology referrals for PP students. The school offer both off-site provision and visits from EP specialists to the school for PP students to target social skills, communication and teamwork skills. Evidence in school:</p>	3,8
	<p>Research Evidence: Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact. Evidence in school:</p>	
Small group literacy support	<p>Description: Small group support literacy classes taught by a specialist English teacher.</p>	1,2,9,10
	<p>Research Evidence: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Evidence in school:</p>	
Small group numeracy support	<p>Description: Small group support numeracy classes taught by maths specialists.</p>	1,2,9,10
	<p>Research Evidence: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Evidence in school:</p>	



Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Y11 After School Intervention	<p>Description: Additional lessons with year 11 after school, Additional staff are used to allow targeted small group intervention and support.</p>	8, but also 1,2, 9,10
	<p>Research Evidence: Year 11 are given an additional hour of schooling every day in a subject in which they need extra support.</p> <p>Evidence in school:</p>	
Progress meetings	<p>Description: 1:1 pupil progress meeting after each Assessment Point, between targeted Year 11 students and SLT, Middle Leader and pastoral team mentors.</p>	12
	<p>Research Evidence: Staff will have a better idea of any barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p>Evidence in school:</p>	
Attendance Incentives	<p>Description: A weekly prize in assembly draw with a £10 Meal Deal voucher for students who have had 100% attendance in school.</p>	
	<p>Research Evidence: Poor attendance, particularly among PP students, is a major barrier to learning in schools. Improving attendance is one of the best ways to raise progress and attainment. Creating a school culture where good attendance is regularly promoted, celebrated and rewarded with positive reinforcement, is central to this.</p> <p>Evidence in school:</p>	

Strategies	Focus	Cost	Impact
Weekly CPD hour and observation sessions	All teachers receive an extra two noncontact periods for observation and departmental CPDL. Departments have an allocated hour added to their timetable as time to develop teaching and discussion of strategies to raise achievement for all students.	£42,350	Improved progress and attainment of PP students across all year groups.
Access to the curriculum	Additional form added in each year group to enable low starters to receive 1:6 ratio and bespoke curricular.	£60,000 (including Tutoring Grant funding)	Improved progress and attainment of low starters across all year groups
In-class support	Teaching assistant support for targeted students with key subjects, facilitating smaller class sizes.	£25,000	Improved progress and attainment of low starters across all year groups. Increased reading ages
Additional support and intervention by SLT	Additional lessons for all year 11 students. Year 11's are given an additional hour of schooling every day in a subject in which they need extra support. They also receive support with knowledge retention and exam preparation from staff during this time.	£10,000	Improved progress and attainment of PP students in year 11. Students have high aspirations and are able to access the curriculum.
SLT support	Allocating SLT responsibility for the outcomes of PP students; tracking, targeting and observing to develop effective pedagogical provision.	£6,200 (% of SLT salary)	Improved progress and attainment of PP students.
Morodo programme (Y7 Maths and English), to raise levels of literacy and numeracy	Use of Morodo programme to assess, track and monitor the progress of students to raise levels of literacy and numeracy.	£ 1,740	Increased reading ages, numeracy and literacy and attainment across all year groups.
Raise levels of literacy – Accelerated Reading Programme	Use of Star Reader Programme - A modern, whole-school reading and writing programme specially developed to motivate boys and address the gender gap in literacy. Students are also supported with reading and provided opportunities to read for pleasure.	£ 6,044	Increased reading ages and attainment across all year groups.
Study Skills	External visitors meet with a focus group of students and discuss possible revisions strategies and helpful tips in preparing for their exams.	£1500	Students able to work independently and increased aspirations improve PP attainment in year 11.
Financial constraints for music tuition	Music tuition for violin, trumpet and piano. 32% of music lessons were for PP students	£5,000	Increased engagement in school life as students able to access the curriculum.

Hardship Fund	Financial support for students to buy school uniform	£2000	Increased attendance and engagement in school life as students able to access the curriculum.
Supporting Departmental PP projects	Additional funds to purchase revision guides or workbooks for PP students, or to subsidise guest speakers	£50,000	Improved independent working, access and engagement to the curriculum.
Subsidise teaching staff to run intervention sessions and support CPD	Targeted additional revision sessions after school or on Saturdays or during Easter, or half-term	£125,000	Additional support for students to improve progress and attainment.
Support participation in trips / visits	Subsidising attendance on educational field trips or visits to museums, galleries or the theatre	£3,000	Increased engagement in school life as students able to access the wider curriculum.
Subsidise classroom support staff (including Homework Club)	In-class support and after-school homework study support from 3-5pm	£10,000	Additional support for students to improve progress and attainment.
Subsidise pastoral support staff	A pastoral manager in each year group to support the HOY in their provision of pastoral care for students in each year group	£20,000	Improved care, support and challenge for vulnerable and disadvantaged students.
Subsidising breakfast club	Provision of cereal, cooked breakfast and hot drinks for students each day before school, from 7:00am-8:20am	£2500	Provide a safe space for students before school and to provide a subsidised breakfast option.
Provision map software	Software to track and monitor attendance at extra-curricular activities, such as sports clubs, intervention, homework club.	£1345	More students, as well as more disadvantaged students, engaging in wider school activities.
Purchase Revision guides, textbooks and reading books	Additional reading books for the library and additional revision guides, workbooks and textbooks for PP students.	£2000	Improved independent working, access and engagement to the curriculum.
TOTAL SPENDING	NA	£373675	NA

Wider strategies

(for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Attendance Support	<p>Description: An additional attendance officer within school was employed in 2021 to support the Attendance Officer, to carefully monitor attendance of all students, but especially PP/ EHCP / SEND students, and meets with parents regularly if there are any concerns – referrals can then be made for intervention or support. To identify the reasons why students are not attending school and put provisions in place for them to access education and begin a re-integration programme.</p> <p>Evidence: Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states ‘parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families’. However studies suggest ‘increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.</p>	5
Financial constraints - Subsidy for trips	<p>Description: Students often need to access to these field trips to complete their coursework. Many PP students may not otherwise be able to afford this. Disadvantaged students are entitled to 50% discount, up to a maximum of £50 reduction in the cost of these trips / visits.</p> <p>Evidence: Evidence from the EEF indicates that participation in extra-curricular activities such as PE, dance, drama, music etc. can have an impact of up to 2 months progress across an academic year. Wider benefits on attitudes to learning and well-being are also consistently reported.</p>	6,11
Financial constraints - Duke of Edinburgh Award	<p>Description: Many PP students may not otherwise be able to afford this. Disadvantaged students are entitled to 50% discount reduction in the cost of DOE trips, to encourage participation throughout the Bronze, Silver and Gold Awards. The school have also purchased additional equipment that can be loaned to PP students as required e.g tents, sleeping bags, ruck-sacks etc.</p> <p>Evidence: Evidence from the EEF as stated above for Subsidy for trips.</p>	6,8,11

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Financial constraints – Music tuition	<p>Description: Students often need to access to tuition to complete their GCSE practical assignments / coursework. Many PP students may not otherwise be able to afford this. Disadvantaged students are entitled to 50% discount, up to a maximum of £50 reduction in the cost of music tuition.</p>	6,8
	<p>Evidence: Evidence from the EEF as stated above for Subsidy for trips.</p>	
Financial constraints – Arts Participation	<p>Description: Money has been allocated to the Theatre Royal umbrella trust and other London theatres that run workshops for students and gives them access to productions at the theatre.</p>	6,8
	<p>Evidence: Evidence from the EEF as stated above for Subsidy for trips.</p>	
Sports Participation	<p>Description: A variety of sports clubs are run before, during lunch and after school. These offer students the opportunity to take part in sports they might not have access to outside of school. These include swimming, table tennis, rugby etc. Students are given the opportunity to take part in group activities and boost their confidence through sport.</p>	6,8
	<p>Evidence: The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so can participate in sports they might not have the opportunity to outside of school.</p>	
Activities Week	<p>Description: Activities week runs for 3 days at the end of the school year for students in Year 7-10. It offers students the opportunity to take part in activities with their teachers. Disadvantaged students are entitled to 50% discount, up to a maximum of £50 reduction in the cost of these activities. Disadvantaged students have the opportunity to take part in activities that they might not have access to outside of school. They get to spend time with their friends and teachers, building confidence and social relationships.</p>	6,8
	<p>Evidence: Evidence from the EEF as stated above for Subsidy for sports and trips.</p>	

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Raising Aspirations	<p>Description: The school has signed up to online workshops for Y7-11 from an academic motivational mentor and public speaker Mr Beezy and Danny Ward from Made Training.</p>	2,3,8,11
	<p>Evidence: Evidence from the EEF suggests that aspiration interventions have little <i>direct</i> impact across a year in terms of academic attainment or progress; however research shows that they have a positive impact of student's self-esteem, self-efficacy and self-belief, which helps to develop motivation and engagement.</p>	
Parental Engagement	<p>Description: Cooking, ICT, Business, Finance, English and MFL lessons offered to parents. Parents also invited to attend Y10-Y11 Aspiration evening in the form of a learning performance workshop</p>	8,,11,12
	<p>Evidence: Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states 'parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families'. However, studies suggest 'increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	

Activity	Description / Evidence that supports this approach	Challenge number(s) addressed
Careers Advisor	<p>Description: All disadvantaged students in Y7-11 have the opportunity to meet with a careers advisor to discuss post 16 options. Any students at risk of becoming NEET will have targeted support to find and apply for appropriate courses.</p> <p>Targeted support from the school's own careers advisor will ensure all students have a post 16 placement. All PP / SEND students are prioritised first and seen for a follow-up appointment to ensure that they have an appropriate post-16 placement.</p> <p>Evidence: The EET confirms that poorer young people more likely to have career aspirations that don't match their educational goals. High quality careers guidance can address this.</p>	8,9,11
Student Fund	<p>Description: The student fund is overseen by the Pupil Premium lead and the school finance Director, who provide students with uniform, stationery, transport costs where needed. Year 6 transition is included in this to help disadvantaged students settle into Year 7. Departments can also make bids for funding for resources for disadvantaged students. The school provides school uniform to PP students or other students who require it, via applications to the Hardship Fund. This also includes Summer School for students moving from Y6 into 7 who are worried about the transition.</p> <p>Students wearing correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here.</p> <p>Evidence: Evidence suggests that pupils who attend a summer school make approximately 2 additional months' progress, compared to similar pupils who do not.</p>	6

Activity Focus:	Strategies	Cost	Impact
Attendance Support	Investment in attendance monitoring provision which includes a dedicated welfare support officer to work alongside the pastoral team.	£15,000	Attendance greater than 96%. Improved punctuality and engagement of pupils across all year groups. Increased parental involvement.
Cost of PP subsidy for trips	Funding will be used to encourage participation from students across year groups.	£3000	Improved aspiration and welfare of individuals. Increased attendance and attainment and improved behaviour amongst cohort.
Homework club	Funding will be used to encourage engagement and homework completion of students across year groups.	£5,700	Improved motivation, aspiration and engagement of students. Increased progress and attainment amongst cohort. Fewer detention sanctions for students who do not complete homework. Improved relations between students and teaching staff.

Total budgeted cost: £ [£23,700]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Performance of pupil premium students at Southchurch High School. The following tables show how our disadvantaged students compared with our non-disadvantaged students in the last three academic years, 2017-2018, 2018-2019 and 2019-2020. Disadvantaged students at Southchurch High School are currently progressing and attaining below national performance measures. In most indicators, Southchurch High School School's disadvantaged pupils perform lower than all pupils nationally

Additionally, overall, the progress and attainment of our disadvantaged students remains lower than for our non-disadvantaged pupils.

We follow Ofsted guidance in reviewing the spending from the previous year, to evaluate the impact of each strategy (The Pupil Premium, 2012).

School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.

2017-2018

62% PP

Performance Threshold	National (all students)	2019 National (non-disadvantaged students)	2019 Southchurch High School (Disadvantaged students)
Progress 8 (P8)	0.03	0.11	-0.62
Attainment 8 (Att 8)	44.3	49.76	31.90
% Basics 5+ (E&M)	39.9%	49%	10%
% entered for EBacc	34.9%	45.2%	19%

Performance Threshold	National (all students)	2019 National (non-disadvantaged students)	2019 Southchurch High School (Disadvantaged students)
Progress 8 (P8)	-0.02	0.13	-0.01
Attainment 8 (Att 8)	46.5	50.1	37.17
% Basics 5+ (E&M)	43.3%	49%	10%
% entered for EBacc	38.4%	42%	26%

Performance Threshold	National (all students)	2019 National (non-disadvantaged students)	2020 Southchurch High School (Disadvantaged – ... students)
Progress 8 (P8)	0.01	0.13	0.19
Attainment 8 (Att 8)	46.7	36.7	38.31
% Basics 5+ (E&M)	43%	50%	8%
% entered for EBacc	40%	45%	31%

Performance Threshold	National (all students)	2021 National (non-disadvantaged students)	2021 Southchurch High School (Disadvantaged – ... students)
Progress 8 (P8)	-0.03	0.15	-1.33
Attainment 8 (Att 8)	48.7	52.6	24.19
% Basics 5+ (E&M)	50%	57%	3%
% entered for EBacc	39%	43%	9%

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA Only a very small cohort (x3 students: x2 in Year 8 and x1 in Y11)
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.